

THE REGIONAL REVIEW



WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION

May 2009

Fleeing Felon Captured After Running Through Campus

By Commander Rex Caldwell

On March 26, 2009, at approximately 2:40 PM the Basic Law Enforcement Academy received an unexpected visitor on campus: a felon fleeing the Normandy Park police after breaking into a home. Unfortunately for the suspect, the academy staff and senior class were participating in what are known as "Patrol Beat Mock Scenes", a daylong exercise in which recruits patrol the campus facility in marked academy police cars responding to simulated calls for service. The suspect was later caught by academy staff in the neighborhood bordering the campus after interrupting a training scene on campus. He had committed two residential burglaries, escaping the second one by diving out of a closed window injuring his hand.

Recruits and an instructor working a simulated crime scene were contacted by an on-duty officer from the Normandy Park Police Department who came to the academy campus searching for the felon last seen on foot in the area. The officer stopped to tell them about the situation and asked them to call 911 if they saw the suspect. The instructor, a Kirkland Police Corporal, used his radio to alert other members of the staff who were involved in training scenarios around the facility.

A few minutes later, the suspect, a 21 year old man, walked out of a wooded area of the campus past a group of recruits who reported his presence. The suspect fled back into the woods pursued by a Des Moines Police Officer who tailed him until he crossed 192nd Ave. South where he was seen by a Washington State Patrol Corporal dumping stolen property. A Seattle Police Officer and Renton Police Officer recovered the stolen property which included a handgun. The suspect jumped several fences across backyards in an attempt to escape.

Academy staff members, relying on their combined 300 plus years of experience, sprang into action setting up a perimeter around the block to lockdown the area and coordinated efforts with the Normandy Park and Des Moines Police Departments. A short time later the man was located hiding in a shed in the backyard of a residence and taken into custody by a Des Moines Police Officer, US Forest Service Officer, and Renton Police Officer.

Coordinating the efforts were a Seattle Police Dispatcher and the Administrative Assistant to the Commander. Working together using a radio console and Nextel phones, they tracked the efforts of the academy staff who were involved in the search and updated the Normandy Park Police Dispatchers. Communication difficulties, complicated by disparate equipment and no direct dispatch plan for this type of event on campus, were overcome by their combined professionalism. The dispatcher was present to operate the radio for the day's practice scenes involving the recruits. (cont. on page 10)

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ORGANIZATIONAL DEVELOPMENT AND STANDARDS

New Instructor Development Course: Instructor Development Level II

By Steve Lettic and Leanna Biding

The ODS Division conducted the Instructor and Course Evaluation Survey for the pilot class of Instructor Development II: Student-Centered Facilitation course. This class was held in Spokane in March and was designed to prepare instructors at the Basic Law Enforcement Academy in Spokane for the curricula enhancements and standardization project that will go into effect for the next BLEA academy held there. The survey was designed to collect student feedback on the specific course in order to monitor course and instructor quality, as well as to provide a focus for upcoming improvements. Student responses remain anonymous, and the ODS Division maintains strict confidentiality over all survey data. This is done to protect the students, but also to encourage students to be honest in their responses.

Research

On the last day of the course, students completed a rubric rating the course and instructors on the classroom interaction, facilitation skills, and frequency of feedback. The rubric was scored on a scale from one-to-four with labels of “not achieved”, “achieved”, “superior”, and “exemplary.” The rubric also contained space for written feedback. The bar was set very high for the instructors and course. All nineteen students passed the course and all nineteen completed the rubric.

Results

Of 18 questions that evaluated the course and instructors on facilitation skills, classroom interaction, and frequency of feedback, 97.3 percent of question responses were in the “superior” or “exemplary” category. One hundred percent of responses were in the “achieved”, “superior”, or “exemplary” categories. The highest marks went to rating the instructors on “genuine presentation style and promoting a fun learning environment”, “challenges students to consider and reflect on how others from various backgrounds perceive their interactions”, “inspires students to employ active listening skills”, and “providing feedback.”

Students’ Written Feedback

Highlights of the written feedback from students include:

- *I was very impressed with the instructors and subject matter. I thought it would be touchy-feely. But I can see how we must implement this to the new recruits. Very valuable information and glad I did it.*
- *At the beginning of this week I was very skeptical of what was going to be presented. I came in with an open mind, but was still skeptical. After the first day, seeing and experiencing what PBL was about, I will admit, I have changed my mind. I am excited to get home and improve/recreate training sessions I put together in the past and I am motivated to develop the programs in the future. I also appreciate the journaling. I plan to carry it into my personal life, and journal at home. This has been a goal of mine for a few years.*
- *Thanks for all the learning! Recommendation: I would not mind if the class have been two weeks long, with added presentation and projects.*
- *Excellent class, Thank you! - Well thought out and well presented work to engage trainers in bettering themselves and the overall State of Law Enforcement Training in the State of Washington.*

Students also recognized areas for improvement in the course and offered suggestions for the workload, feedback, and content. Two students said they would like the workload lowered, while one student said they would have liked to see the class be two-weeks long instead of one week. (cont. on page 3)



ORGANIZATIONAL DEVELOPMENT AND STANDARDS

Continued: New Instructor Development Course: Instructor Development Level II

By Steve Lettic and Leanna Bidinger

Future Plans

Though we were very pleased by the student evaluations, we strive for continuous improvement. Taking the students suggestions into consideration, we have made the following changes for future iterations of the course:

1. Rubrics for the pre-course presentation will be given to students along with their pre-course work at least one month before the course begins.
2. Student expectations in the pre-course assignment will include a "What's in it for me?" section to highlight the fun, student-centered environment that takes place in the classroom.
3. The first reading assignment will be exchanged with a smaller, more concise research paper on reflective journaling.

We will be having an Instructor Development II: Student-Centered Facilitation course at the WSCJTC in June 2009. Watch our website for details!

23rd Annual Northwest Law Enforcement Command College

The 23rd Annual Northwest Law Enforcement Command College, in partnership with the Federal Bureau of Investigation (FBI), was held in Spokane at the Davenport Hotel and Tower from March 7-13, 2009. The tone of the conference, professionalism and leadership, was set by the venue itself. Attendees found the staff and management to be very customer oriented in their day to day jobs.

This year's agenda was filled with impactful topics that were intended to develop interest and learning in executive leadership. Attendees listened and discussed the impact a leader has on the organization as an example, how that organization should be aligned to its mission, vision, and values, how emotional intelligence in supervision and leadership matters, and the basics of strategic planning and how it can help an organization through tough times. The conference wrapped up with lively discussion on operational politics and difficult discipline.

We would like to thank all of our presenters for their contribution:

- Leading by Example presented by **Alan Malinchack** (FBI)
- Organizational Alignment and Succession Planning and Managing Intellectual Capital presented by **Captain Randy Barnes** (Richland Police Department)
- Emotional Intelligence for the Executive presented by **Dan Sullivan** (Core Concepts Consulting and Training)
- Strategic Planning presented by **Tony Anderman** (WSCJTC)
- Operational Politics presented by **Assistant Chief Jim Nicks** (Spokane Police Department)
- Difficult Discipline presented by **Chief Anne Kirkpatrick** (Spokane Police Department)

We hope to outdo ourselves next year!



ORGANIZATIONAL DEVELOPMENT AND STANDARDS

CALEA Assessors Conduct On-Site

By Cheryl Price

From April 13-16, 2009, the Basic Law Enforcement Academy went through a review of training academy standards created by the Commission on Accreditation of Law Enforcement Agencies (CALEA). The assessors, David Hobson from Kentucky and Marilyn Stieneke from North Carolina reviewed files and observed many activities while on campus.

The process for CALEA includes a review of files that represent each standard in the Public Safety Training Academies manual, a public call-in session, and as many observations and interviews as time allows. There are 182 standards for CALEA (142 Mandatory and 40 Other than Mandatory), and the WSCJTC was in compliance with 168:

- Mandatory: **132**
- Other than Mandatory: **36**
- Not Applicable: **10**
- Twenty Percent of Other than Mandatory (we chose which standards to put in this category): **4**

In early March, 45 files were sent to each of the assessors to be reviewed prior to the on-site. The files were reviewed and returned prior to their visit and questions that arose from the review were answered with additional documentation or an interview with staff during the on-site. In addition, an on-site agenda, public information plan, demographic information, staff hiring/promotion information, statistics on grievances, and internal complaints and personnel actions including the hiring of Instructors for BLEA was sent to both assessors and CALEA Program Manager, Christie Goddard.

On the first day of the on-site, Mr. Hobson completed an agency tour with Director Parsons, Commander Caldwell, and Cheryl Price. He had a chance to speak with several staff in the BLEA, at the Range, and in Facilities.

On day two, Mr. Hobson attended graduation activities for BLEA Session 640 including the final inspection by Commander Caldwell, the bell ringing tradition, and the graduation ceremony. He also observed a portion of BLEA Session 646's first day on campus. Both David and Marilyn watched night mock scenarios on DUI traffic stops and defensive tactics scenarios from initial briefing of the instructors through several student practicals.

On day three both assessors spoke with a number of staff, TAC staff, and recruits as they observed additional mock scenes and observed classroom instruction. There was also a public call-in session in the morning. The final day was spent wrapping up the last of the files, getting copies of additional documentation such as the agency's 2009-2011 Strategic Plan and Annual Reports, and an exit interview to give staff an overview of their observations during their visit.

At the end of this process, there were four applied discretions and 11 file maintenance issues. An **applied discretion** means a change was necessary (usually a policy) to meet the requirements of a standard. **File maintenance** is where documentation that was already in existence needed to be provided because it was not in the file. The initial on-site report declared three applied discretions and 14 file maintenance issues. The most difficult onsite is usually the first reaccreditation.

Mr. Hobson and Ms. Stieneke are **recommending** our agency for reaccreditation to the CALEA Commission. It is up to the Commissioners at the CALEA hearing to verify Mr. Hobson's and Ms. Stieneke's recommendation and confirm the agency's reaccreditation during the July conference in Virginia.



PROFESSIONAL DEVELOPMENT DIVISION

WSCJTC's Annual Criminal Justice Job Fair

By Rachelle Parslow

The WSCJTC is hosting its annual Criminal Justice Job Fair on Saturday, May 30, 2009, from 10 AM to 3 PM.

This year the WSCJTC has two display options for agencies:

Option A: Full booth display \$150, table top or floor, for recruiters, includes meals, table, and electrical.

Option B: Static Informational Display \$50, no recruiters from agency, materials are sent to the WSCJTC and are put up on display at a table (limited AV available on a first come, first serve basis).

Advertising for this job fair includes: Radio ads – KISW 99.9, KKWF 100.7 The Wolf, Craig's List, Employment Security, PSA's via radio and TV, military news, college career center flyers, college criminal justice program flyers, etc.

Agencies are registering now, go to the web address below to register your agency today:

http://new.qualtrics.com/SE?SID=SV_42fNs7dJB90ThL6&SVID=Prod

For more information, contact Rachelle Parslow at 206/835-7346 or rparslow@cjtc.state.wa.us.

2009-2011 Law Enforcement Training Requirements Survey

By Al Isaac

Each year, we ask training managers to complete a survey indicating their post academy training needs for the next 'school year.' These surveys provide us with useful information to plan our professional development training schedule to best meet agencies' needs, providing enough classes and scheduling them where they are most needed.

In previous years we combined law enforcement and corrections classes, but this year we will use separate surveys.

The link below is the 2009-2011 Law Enforcement Training Requirements Survey. Training managers should fill out their agency's training needs for each six-month period listed on the survey through June 2011. This information enables us to request the proper funding needed to provide the right amount of training classes.

Training managers should keep in mind retirements, hiring, promotions, and rotations when considering needs. Consider the agency's overall training budget when determining how many employees will be sent. We realize it is a challenge to project training requirements two years out, but greatly appreciate the assistance to help us support our budget request. There is no obligation for agencies to send the projected number of students during any given period; this information will be used as a guide, but please be realistic with submissions.

The Law Enforcement Training Requirements Survey must be completed by: **May 15, 2009**. Only one survey is completed for each agency. If you are unsure about whether or not your agency has submitted a survey, please contact Rachelle Parslow at rparslow@cjtc.state.wa.us.

Feel free to include course suggestions or comments at the end of the survey. If you have questions or concerns about training priorities and needs, please contact Al at 206/835-7291 or aisaac@cjtc.state.wa.us.

Follow this link to the Survey: http://new.qualtrics.com/SE/?SID=SV_9FeQtFYUUF18va&SVID=Prod

Password: **cjtc19010** (case sensitive)

2008 Records Audit: The WSCJTC would like to congratulate the agencies that successfully complied with the 2008 annual 24-hour in-service training mandate. As of April 3, 2009, 10 agencies remain to be audited. Only 257 out of 8,298 fully commissioned personnel audited (3%) were not in compliance; 181 agencies of the 213 that have been audited were found in compliance (85%). Congratulations agencies for working hard to comply with the WAC!

PROFESSIONAL DEVELOPMENT DIVISION

Tips for Training Managers

By Lee Brandt and Rachelle Parslow

Per the in-service WAC 139-05-300, each officer must receive 24 hours of applicable in-service training annually (starting in January of the year after they graduated from the academy or January 2006 for those already graduated when the WAC became effective).

If an officer laterals from one Washington law enforcement agency to another, they must still complete the full 24 hours, whether at the previous or current agency. The training records required by the WAC must be maintained by the employing agency.

If your agency employs a lateral from another Washington agency, we'd recommend obtaining a copy of at least the current year's training records from their previous employing agency; both for verifying compliance to the WAC and so you are aware of recent classes and certifications the employee may have received as well as when they expire.

Concerned that you're not seeing a lot of WSCJTC classes posted on the website for the fall? Due to the budget and training survey processes, we have not been posting many classes. Once the budget has been finalized and we know what monies we are working with – and we have closed out the training survey (now extended to May 15) so we know priority needs, you can expect to see the schedule filled out.

When a new class is added to the index on our website, a **new** symbol is added and stays on the index for a week. Checking the website on the same day, once a week, will help training managers to easily spot what has been recently added. (*Note: This symbol will not follow new postings in areas where multiple, reoccurring classes are normally posted such as FTO, First Level Supervision, DT, and Instructor Development.)

An updated general course application form 215 has been posted to the training class listings on the website. To ensure timely processing ALL sections must be completed and the application must be signed by an authorizing approver other than the applicant. Incomplete applications will not be processed and notification by phone or email will be sent to the training manager/officer submitting the application.

Many of the leadership online classes require the use of an email to access them. When submitting a leadership course application (219) applicants are advised to clearly list the email address they wish to use for the duration of the online class, in the comments section, if it is different than the agency application.

NOTE: If you would like a specific question answered in the "Tips for Training Managers", please email them to Lee Brandt at lbrandt@cjtc.state.wa.us.

CERTIFICATION

Tribal Law Enforcement Officer Certification

Per RCW 43.101.157:

(1) Tribal governments may voluntarily request certification for their police officers. Tribal governments requesting certification for their police officers must enter into a written agreement with the Commission. The agreement must require the tribal law enforcement agency and its officers to comply with all of the requirements for granting, denying, and revoking certification as those requirements are applied to peace officers certified under this chapter and the rules of the Commission.

(2) Officers making application for certification as tribal police officers shall meet the requirements of this chapter and the rules of the Commission as those requirements are applied to certification of peace officers. Application for certification as a tribal police officer shall be accepted and processed in the same manner as those for certification of peace officers.

(3) For purposes of certification, "tribal police officer" means any person employed and commissioned by a tribal government to enforce the criminal laws of that government.

To date, the following tribal law enforcement agencies have entered into a written agreement with the Commission: **Colville, Kalispel, Lower Elwha, Port Gamble S'Klallam, Puyallup, Sauk-Suiattle, Snoqualmie, Stillaguamish, Suquamish, Swinomish, and Tulalip.**

Only tribal agencies who have signed the agreement with the Commission to participate in the certification process are required to comply with RCW 43.101.135 and WAC 139-05-200(3). Some requirements are provided in the next section.

For more information about this type of certification, frequently asked questions, or to obtain the written agreement and form, please visit our website.

Reporting Notice of Officer Hires and Terminations

TERMINATIONS/RESIGNATIONS/RETIREMENTS

Per RCW 43.101.135: Upon termination of a peace officer for any reason, including resignation, the agency of termination shall, within **fifteen days** of the termination, notify the Commission on a personnel action report form provided by the Commission. The agency of termination shall, upon request of the Commission, provide such additional documentation or information as the Commission deems necessary to determine whether the termination provides grounds for revocation under RCW 43.101.105. The Commission shall maintain these notices in a permanent file, subject to RCW 43.101.400.

NEW AND LATERAL HIRES

Per WAC 139-05-200(3): Each law enforcement agency of the state of Washington, or any political subdivision thereof, **must immediately notify** the Commission by approved form of each instance where a commissioned officer (not reserve officers) begins continuing and regular employment with that agency.

If you have certification questions, please contact Doug Blair, Certification Manager, at 206/835-7332 or dblair@cjtc.state.wa.us, or Sonja Hirsch, Hearing Coordinator, at 206/835-7372 or shirsch@cjtc.state.wa.us.

WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION	
THIS FORM IS TO BE COMPLETED & FORWARDED TO THE CJTC WITHIN 15 DAYS OF HIRE OR TERMINATION	
MAIL OR FAX TO:	
19010 1ST AVE SOUTH, BURien, WA 98148 FAX: (206) 835-7928	
This form and information can be found on our website at: www.cjtc.wa.us	
NOTICE OF OFFICER HIRE / TERMINATION	
1. HIRE	2. TERMINATION
AGENCY:	AGENCY:
OFFICER NAME:	OFFICER NAME:
DATE OF BIRTH: <input type="checkbox"/> FEMALE <input type="checkbox"/> MALE	DATE OF BIRTH: <input type="checkbox"/> FEMALE <input type="checkbox"/> MALE
SOCIAL SECURITY NUMBER:	SOCIAL SECURITY:
HIRE DATE: <input type="checkbox"/> LATERAL	HIRE DATE: TERMINATION DATE:
PREVIOUS LAW ENFORCEMENT EMPLOYER (if applicable):	TERMINATION TYPE: <input type="checkbox"/> RESIGNED <input type="checkbox"/> INVOLUNTARY
DATES EMPLOYED: (from) (to)	<input type="checkbox"/> MEDICAL <input type="checkbox"/> RETIRED <input type="checkbox"/> DECEASED
3. This section must be completed when reporting any termination.	
Is this agency aware of conduct that may violate RCW 43.101.105?	
<input type="checkbox"/> YES <input type="checkbox"/> NO	
<i>*If yes, you are required to provide a detailed description of the misconduct §202 to complete items 1 and 2 below.</i>	
<small>(Section 43.101.010 of the Revised Code of Washington: (1) "Discharged for disciplinary misconduct" means terminated from employment for (a) Conviction of (i) any crime committed under color of authority as a peace officer, (ii) any crime involving dishonesty or false statement within the meaning of (Uniform Code 9A.01), (iii) the criminal use or possession of a controlled substance, or (iv) any other crime the commission of which requires a Washington license from the legal right to possess a firearm under state or federal law; (b) conduct that would constitute any of the crimes addressed in (a) of this subsection; or (c) knowingly making materially false statements during disciplinary investigations, where the false statements are the sole basis for the termination. (2) If a peace officer is "discharged for disciplinary misconduct" within the meaning of subsection (1) of this section under the voluntary meaning of the term and when the facts of the circumstances support a finding that the officer resigned in anticipation of discipline, whether or not the misconduct was documented at the time of resignation, and when such discipline, if carried forward, would have likely not have been a discharge for disciplinary misconduct within the meaning of subsection (1) of this section.</small>	
T. Officer's last known mailing address:	
T. Agency investigative contact person (name, phone, e-mail)	
4. I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct to the best of my knowledge.	
Dispositive Official name & title, (PRINT PLEASE) E-mail address	
Signature of above	City State Date
HIRE/TERMINATION 1110 CJTC Revised 1/20/2005	

CERTIFICATION

How Washington State Peace Officers Lose Their Certification

By Doug Blair

This is a continuation of the posting of summaries of certification cases acted upon by the WSCJTC. The following law enforcement officers have had action taken against their certification after October 31, 2008.

Officer #1 was terminated for *disqualifying misconduct* (definition on pg. 9). Officer #1 provided both verbal and written statements to superior officers about an assault. These statements lead to an internal investigation where Officer #1 continued to provide statements which were later proven to be false or misleading information. Officer #1's certification was revoked for a period of five years by *default* (definition on pg. 9).

Officer #2 was terminated for disqualifying misconduct. Officer #2 provided false and/or misleading information concerning first-hand knowledge he had about a convicted felon. Following notification by his employing agency, charges were filed to revoke the officer's certification. Officer #2's certification was revoked for a period of five years by default.

Deputy #3 was terminated for disqualifying misconduct. Deputy #3 provided false and/or misleading information concerning a background check he had performed for his agency on an officer from another department. The information resulted in a civil action. Deputy #3 provided testimony in court, which was determined to be false swearing. Following his termination, the Deputy was offered a hearing. Deputy #3 chose not to appear on the day of the hearing, and his certification was revoked for five years by default.

Officer #4 was terminated after being arrested for threatening a fellow officer and members of the fellow officer's family. Police were called and intervened. Officer #4 was arrested and charged with threats and possession of a controlled substance. Officer #4 was convicted of felony harassment. His certification was revoked for life as a result of the felony conviction.

Officer #5 resigned his position as a law enforcement officer while under investigation for mishandling of a controlled substance. Following his resignation, he was convicted of an armed robbery (felony). Officer #5's certification was revoked for life as a result of the felony conviction.

Officer #6 was terminated for disqualifying misconduct. The conduct involved information he provided to investigators concerning his use of the agency computer. An investigation revealed that Officer #6 used his computer to view pornographic material and to conduct his private business while on duty. The statements made by Officer #6 were found to be false and misleading and were made under the color of his authority as a police officer. A hearing was conducted, and the hearing panel revoked his certification for a period of five years.

Officer #7 was terminated following allegations of sexual misconduct with citizens of his community while he was on duty. Officer #7 was charged criminally and convicted. As a part of negotiations during the sentencing process, Officer #7 surrendered his peace officer certification for life.

Officer #8 was terminated for disqualifying misconduct. The conduct was deemed to be false swearing. Officer #8 provided written information in a incident report, which he knew to be false. He signed the report which included the language required under RCW 9A.72.085. A hearing was not requested, and the officer's certification was revoked for a period of five years by default.

Deputy #9 was discharged for disqualifying misconduct. The conduct was the result of falsifying daily activity sheets which included payment of overtime for off duty law enforcement services in a recreational area. The officer submitted and received payment for shifts he did not work. This conduct resulted in false reporting, forgery, and attempted theft in the 2nd degree, all committed under the color of authority as a peace officer. Deputy #9's certification was revoked for a period of five years. (cont. on page 9)

CERTIFICATION

Continued: How Washington State Peace Officers Lose Their Certification

Officer #10 resigned and his resignation was accepted in lieu of termination for disqualifying misconduct. Officer #10 was the driver of a vehicle that went out of control in another state and struck three other vehicles. There were injuries as a result of the collision. Officer #10 fled the scene of the accident on foot and was later apprehended. He was charged with a felony crime of hit and run injury accident. Officer #10 did not request a hearing, and his certification was revoked for conduct constituting actions the conviction of which would result in a person losing their right to own or possess a firearm in this or another state. The revocation is for five years.

Officer #11 was terminated for disqualifying misconduct. The conduct involved his contact with an informant. Following an internal investigation, it was determined that Officer #11 had been involved in the assault of an informant and the unlawful imprisonment of the same subject. This conduct took place while Officer #11 was on duty and under the color of authority. A statement of charges was sent to Officer #11. He failed to respond, and an order of default was entered. Officer #11's certification was revoked for a period of five years.

Officer #12 was terminated for disqualifying misconduct. The conduct included two incidents in which Officer #12 was discovered trespassing in the back yard of a residence. He provided false and misleading information as to how and why he was at the locations. Charges were filed against Officer #12 for Criminal Trespass. He was convicted. The crime for which he was convicted was committed under the color of authority while the officer was on duty. His certification was revoked for a period of five years by default.

Officer #13 resigned in lieu of termination for disqualifying misconduct for making false and/or misleading statements. These statements were made to police officers investigating the alleged misuse and dissemination of information from an incident report based law enforcement information system accessed under the officer's name and number. Officer #13 declined to attend the hearing, and his certification was revoked for a period of five years by default.

Officer #14 was terminated for disqualifying misconduct. The conduct involved false and misleading statements being made by the officer to a public servant. This occurred during an interview in an internal investigation. Officer #14's certification was revoked for five years by default.

Officer #15 was terminated following a criminal investigation. Officer #15 was convicted of Custodial Sexual Misconduct (felony). Officer #15's certification was revoked for life as a result of the felony conviction.

DEFAULT (per WAC 139-06-050)

(3) Failure to request a hearing or failure to appear at a requested hearing or at a prehearing conference, shall constitute default and the hearing panel shall enter a final order under RCW [34.05.440](#).

(4) A peace officer may waive a hearing by so indicating on the hearing request form. By waiving a hearing the peace officer acknowledges that his or her certification should be denied or revoked and the hearings panel shall enter such an order.

DISCHARGED FOR DISQUALIFYING MISCONDUCT (per RCW 43.101.010)

(8) "Discharged for disqualifying misconduct" means terminated from employment for: (a) Conviction of (i) any crime committed under color of authority as a peace officer, (ii) any crime involving dishonesty or false statement within the meaning of Evidence Rule 609(a), (iii) the unlawful use or possession of a controlled substance, or (iv) any other crime the conviction of which disqualifies a Washington citizen from the legal right to possess a firearm under state or federal law; (b) conduct that would constitute any of the crimes addressed in (a) of this subsection; or (c) knowingly making materially false statements during disciplinary investigations, where the false statements are the sole basis for the termination.

(9) A peace officer is "discharged for disqualifying misconduct" within the meaning of subsection (8) of this section under the ordinary meaning of the term and when the totality of the circumstances support a finding that the officer resigned in anticipation of discipline, whether or not the misconduct was discovered at the time of resignation, and when such discipline, if carried forward, would more likely than not have led to discharge for disqualifying misconduct within the meaning of subsection (8) of this section.

BASIC LAW ENFORCEMENT ACADEMY

Commander's Updates

By Commander Rex Caldwell

Part of my duties as Commander includes instructing three classes, one of which involves presenting the structure of the WSCJTC and expectations of the BLEA chain of command. During this introductory class I guide the recruits through an exercise where they briefly interview another recruit and introduce them to the class. Each person is asked to provide a one-word description of what they believe best describes the ideal peace officer. These terms go on a poster for display in the class and is referred to at various times during instruction. Common descriptions are integrity, honesty, foundation, and professionalism...all outstanding traits that the recruits believe are important to them.



Once the class has developed their values poster I present my one descriptive word to them, SERVICE. Service to their community, their departments, their families, and themselves. I have been actively engaged in some form of public service since I was a teen including extracurricular volunteer positions throughout my work history. My home agency, the Kirkland Police Department, has always been a service oriented agency and reflects this value in its Vision Statement **Community Commitment through Professional Service.**

I also present to the recruits my personal philosophy which is "leave things better than you found them." This can be as simple as picking up trash when you see it or as complex as working through a neighborhood dispute that has festered for years. As trainers we are charged with improving curriculum, teaching recruits, and bettering programs. Our improvements must include mentoring our successors for the future of law enforcement. (cont. on page 11)

Continued: Fleeing Felon Captured After Running Through Campus

Other academy staff and on-duty officers involved in the perimeter search and eventual arrest of the suspect included: the Academy Commander who is a Kirkland Police Captain, a Thurston County Sheriff's Deputy, an Olympia Police Officer, a Lakewood Police Officer, and two Tacoma Police Officers.

The academy staff, known on campus as TAC Officers, consists of 22 active-duty commissioned police officers and supervisors from a variety of state, county, and municipal police agencies from around Washington. TAC stands for Teacher, Administrator, and Coach. No academy students were directly involved in the search or detention of the suspect after he was first sighted on campus. Class members are officers-in-training without full commission.

UPDATE

The suspect was determined to be a South American immigrant in the country illegally and is being detained by Immigration and Customs Enforcement.

UPCOMING ACADEMIES

SESSION	SELECTION DATE	PAT DATE	START DATE	GRAD DATE
650 (Burien)	5/19/2009	6/3/2009	6/16/2009	10/21/2009
651 (Burien)	6/9/2009	6/25/2009	7/7/2009	11/10/2009
652 (Burien)	6/30/2009	7/15/2009	7/28/2009	12/4/2009
653 (Burien)	7/16/2009	7/30/2009	8/12/2009	12/17/2009
654 (Spokane)	CANCELLED			
655 (Burien)	8/11/2009	8/26/2009	9/9/2009	1/20/2010

BASIC LAW ENFORCEMENT ACADEMY

Continued: Commander Updates

Three simple rules I share with the recruits to help guide them through this crazy career:

- Show up on time everyday ready to work.
- Have as much fun as possible while following the rules.
- Everyone goes home safe at the end of the day.

That's pretty easy...on time, have fun, and home safe. Everything else they need to know is written down somewhere. As problem solvers, they are taught how to find answers and utilize resources.

At heart we carry the same passion for policing we started with –we're the same street cops and deputies that got into this job to bust bad guys and to "help people." The BLEA is here to instill this important value in the recruits from day one. My challenge to you as veteran officers, supervisors, or managers is to remember your roots and help your new peace officers discover their "inner cop" while working to make them well-rounded peace officers who understand what it means to serve their communities.

Milestones and Corners to Turn

The graduation of class 638 on February 11 marked the end of the 720-hour "traditional" BLEA 2 curriculum. Many thanks to all of the BLEA and WSCJTC staff for your service with the "old" material and many more thanks to everyone for the continued attention and dedication to the ongoing and future Problem Based Learning BLEA 3 classes.

The BLEA 1 (old 440-hour classes) ended around January 2000 with class 506. The first BLEA 2 class, number 507, started January 2000. This means the WSCJTC ran 131 classes during that period. Those of us who have been around a while no doubt remember the controversy over the extension of the class hours at that time. Everyone wondered how the WSCJTC could possibly fill all of those hours with meaningful instruction. And here we are today wishing we had more hours to put in more material. This is not to suggest today's students don't learn as quickly; it's more a reflection of the increasingly complex nature of our profession and a desire to meet the requests of our customers for additional topics.

Even though change is never fun or comfortable, remember that in another 10-20 years, when new state-of-the-art methods are added and all of our efforts have come full circle, the TACs and students associated with the WSCJTC will be just as resistive to losing PBL and going to the BLEA 4 curriculum!

TAC Officer Farewell

The following instructors are returning to their home agencies having made a huge impact on thousands of students. All will be missed for their work ethic and professionalism.

- Lakewood PD Officer **Ken Henson** left the TAC staff in mid-February after two and a half years with the BLEA cadre. Ken was a familiar figure around the campus always helping students with his fantastic sense of humor and ready smile.
- Bellevue PD Corporal **Dave Deffenbaugh** left the TAC staff in late-February after four years with the BLEA cadre. Dave could often be found in the gym helping students through workouts or at mock scenes offering sage advice on how to improve performance.
- Tacoma PD Officer **Ron Tennyson** left the TAC staff on April 30 after nearly three years with the BLEA cadre. He taught Criminal Investigations. Ron was the TAC or Asst TAC for six classes and presented to about 50 BLEA sessions during his tenure. He was very active in keeping students fit by organizing twice weekly morning runs through the neighborhoods surrounding the academy. Officer Tennyson will be returning to his agency for a tour as an instructor at the Tacoma PD Range.

CORRECTIONS DIVISION

COA Community Service Projects: A Long Tradition of Service

By Brandon Rogel

One part of the academy that is often overlooked in comparison to academic achievement is the community service projects students volunteer to do while they attend the 160 hours of basic Corrections Officers Academy (COA) training. The COA has a long and proud tradition of service to our local communities. COA students have assisted those in need for many years whether by gathering pet supplies for animal shelters in King County or coats and blankets during a winter for the underprivileged children; our students work in our community to help others.

Many students see the opportunity to give back to the community as a means to raise the profile of corrections and to promote a more positive image of those that work in jails. All projects are voluntary, so the motivation to want to help is personal. For many of our students, this personal motivation can result from identifying with a particular cause or issue. Often times, the student has a family member affected by a particular problem or issue that prompts them to take action. As a result, we have created many positive partnerships with charitable agencies in the greater Seattle area.

The last COA class completed a project volunteering their time at Seattle Children's Hospital. Three groups of students visited the hospital to attend playgroups. As described by the project leaders during their graduation ceremony on April 24, "We wanted to play with the children who are struggling to hold on to life and hopefully help them find inspiration to fight a little longer." Each playgroup consisted of students working with Children's' staff on arts and crafts projects. The volunteer work was a great success judging from the smiles on each student's face when they were done.

In addition to working on community service projects, the students often work together to leave a legacy on campus. In keeping with the philosophy of leaving the campus in better shape than when they arrived, COA classes have always focused on improving the facility or campus. Past projects have included putting in benches, pull-up bars, trees, and plants. Session 401 purchased a bench for the park like expanse of green grass behind the dorms. The class was also very clear in its desire for future officers to use the bench as a place to rest and reflect. As described on the plaque commemorating the project, "As Corrections Officers we are out of sight and out of mind to the public. At times we lose sight of ourselves in this career, so we leave this bench to remind other future Corrections Officers to stop and take a moment to sit down and reflect, then rise with the Pride and Professionalism they started with when they first became a Corrections Officer."

COA and BLEA Training Partnership

Intake Booking Integrated Mock Scene

The COA and BLEA partnered recently on two training activities. BLEA TAC Officers Eddy and Tennyson assisted COA TAC Officer Ervin and instructor Lynam to conduct a mock scenario from start to finish. This included having police recruits transfer subjects to booking scenarios run by corrections students responsible for performing intake procedures. The communication and teamwork were extraordinary in completing each phase of the process. One unique learning opportunity presented to many of the police recruits was the chance to remember to lock their patrol cars as part of the transfer process.

COA Students Join the Ranks for Muster

After many hours of practice, on April 22 the COA students learned the standard necessary to join BLEA recruits on a chilly, wet morning for Muster ceremony. It was a source of great pride for the students and staff to join the ranks that day. We gratefully acknowledge the hard work and dedication of our class who committed their own time to practice group marching routines and train to do the necessary push-ups.

TAC Officers Ervin and Anderson would like to thank the BLEA staff for their assistance: Commander Caldwell; Asst. Commander Phillips; and TAC Officers Arnold, Nowacki, and O'Neill. Your help was greatly appreciated!

CORRECTIONS DIVISION

Corrections Division Update

By Brandon Rogel

This is the regularly scheduled regional update on the progress of redeveloping the Corrections Officers Academy (COA). This progress report details the new COA course topics, the priority use of Problem Based Learning curricula development and training methods, and where we are locating new resources to produce our PBL curricula material.

Project Status

All related 2008 assessment documentation has been analyzed and job tasks and course subjects have been prioritized accordingly. Input from Corrections Committee members was utilized following the January meeting to determine that the WSCJTC will continue to provide all COA training.

The following was used as reference material:

1. Current COA curricula, 2008 Occupational Analysis, and the 2008 COA Assessment Report
2. Statistical analysis of the 2008 Job Task Frequency Survey and the Frequency Follow up Survey

New Courses and Topics

New course topics were derived from all of the job duties and specific detailed job tasks. The new academy course topics are:

- **Facility Security and Operations Management** to include Contraband, Searches, and Conducting Inmate Transports.
- **Communication Skills** to include Individual and Group Management, Discipline Processes, and Inmate Manipulation.
- **Special Populations** to include Managing the Mentally Ill/Suicidal Inmate, Dealing with the Disabled Inmate, and Drug and Alcohol Issues.
- **Liability Issues** to include PREA and Preventing Discrimination and Retaliation.
- **Use of Force** to include Individual and Team Defensive Tactics and Use of Restraints.
- **Correctional Legal Issues** to include Inmate Rights, ADA, Healthcare, and HIPAA.
- **Leadership** to include Ethical Decision Making, Emotional Intelligence, and Stress Management/Critical Incident Survival.
- **Inmate Intake and Release Procedures** to include Booking and Release Paperwork.
- **Corrections Reports** to include Types of Reports and Writing.

What is Problem Based Learning (PBL)?

PBL has been described as “an approach to training and learning...a PBL curriculum teaches students how to solve problems. It provides a system for working through problems. Students learn how to learn.”

Why PBL?

The expected outcome for the redevelopment project is to raise the standard of training quality in the COA. With the implementation of “student centered” PBL methods, the role of our instructors will change to become one of a classroom learning facilitator rather than a subject matter expert portraying the “right way” to work in a jail. PBL creates an environment in which students actively participate in the learning process, take responsibility for their own learning, and become better at practicing the skills they’ll need to be successful officers.

COA student teams will research complex corrections issues in order to solve problems that require the use of critical thinking skills. These complex team learning activities will produce a corrections officer better able to integrate key concepts throughout the entire academy and apply them to their job after they graduate.

COA Staff Ervin, Anderson, and Rogel attended PBL training March 23-27 in Spokane. As part of the WSCJTC Instructor Development series, course #2002 focused on how to use key concepts in designing and facilitating PBL training. Topics during the 40 hours of instruction included: ill-structured problems, problem based exercises, multiple intelligence, emotional intelligence, Socratic questioning, Bloom’s taxonomy, and the use of audio-visual aids. (cont. on page 14)

CORRECTIONS DIVISION

Continued: Corrections Division Update

Curricula Sources

The following is a list of sources found to be useful in the quest to update lesson and student material. Many others resources can be found, but these are good places to find quality material.

- Federal Department of Justice: Community based policing Problem Solving Publications, National Institute of Mental Health, National Institute of Drug Abuse, Bureau of Justice Statistics Public Policy “Think Tanks” (as exemplified by Pew Charitable Trust, Vera Institute, Casey Family Foundation, Urban.org).
- Academic: universities with Criminal Justice Institutes.
- Websites: sites focusing on criminal justice specific topics: psychology, sociology, deviancy, leadership, ethics (The Ethics Institute Dartmouth, National Institute of Ethics.org).
- Publications: journals, newsletters, and magazines.
- Videos: examples illustrating key concepts from core material.
- Books: topic areas dealing with issues like: mental health, substance abuse issues, criminology, legal reference material (updates for Washington Law), and multiple intelligences.
- Mental Health Crisis Intervention Training: 40-hour curricula components.
- Professional Corrections Associations: Americans Association and American Jail Association.
- Basic Law Enforcement Academy PBL instructor/student material: study guides and lesson plans detailing professionalism, ethics, followership, and emotional intelligence.
- Agency Training Managers providing in-service or new employee training material.

For more information on the element of the redevelopment process or if you have questions, contact Brandon Rogel by email at brogel@cjtc.state.wa.us or by phone at 206/835-7349.

Farewell!

By Sue Hubbard

Laura McKeown

Laura McKeown has been a TAC officer with the WSCJTC since May 2000, and she is returning to Pierce Co. Juvenile Court as a probation counselor beginning in May 2009. She has been a wonderful asset to the Corrections Division and the WSCJTC and a great representative of her agency. She has been responsible for four academies: Juvenile Probation, Juvenile Detention, Juvenile Rehabilitation, and Misdemeanor Probation. In addition to her many duties as a TAC, Laura teaches Orientation to Change, Personal Safety, Defensive Tactics, and a “killer” aerobics class. The Personal Safety class she does has been so well received that other agencies, including DSHS and Seattle Municipal Court, have used her to train their staff in Personal Safety issues. The evaluations by her students have been exemplary; she provides students with consistency and professionalism, and she has a great sense of humor. Her students remark positively about her enthusiasm and her willingness to go above and beyond.

In her spare time, she enjoys bike riding and is participating in the Lance Armstrong Foundation riding event this summer. She enjoys trips to Boston to visit her husband’s family. She and her husband have two dogs, Sammie and Sebastian, who are their constant companions.



Executive Director

Michael D. Parsons, Ph.D.

Deputy Directors

Debbie Mealy and Larry Erickson

Basic Law Enforcement Academy

Commander Rex Caldwell

Asst. Commander Rich Phillips

Corrections Division

Susan Hubbard, Program Manager

Brandon Rogel, Program Manager

PDD

Al Isaac, Manager

ODS Division

Steve Lettic, Manager

Facilities Division

Wes Anderson, Manager

Human Resources

Greg Baxter

Financial Services

Brian Elliott

Notification from Human Resources:

Part 15 of the standard contract was revised to specify the WSCJTC's L&I coverage for injuries incurred doing contracted work. This revision will also be in new and renewal contracts.

This does not apply to law enforcement and corrections officers working for the WSCJTC as TACS or other roles under interagency contracts, nor to BLEA or Corrections Academy recruits. They remain covered by their employing agencies.

Industrial Insurance Coverage: The WSCJTC will report the contractor/instructor to the Department of Labor and Industries (L&I) Division of Insurance Services as a "non-employee covered worker", and pay appropriate premiums for L&I insurance. Any injuries suffered by the contractor in the course of performing the work specified in Exhibit A, "Statement of Work", are covered by L&I and should be claimed by the contractor and his/her physician accordingly. If authorized to subcontract any work under Part 22 below, the contractor is responsible for obtaining L&I coverage for any.

Did You Know?



We need nominations for 2009 Instructor of the Year! Be on the lookout for our 2009 Instructor of the Year! Instructors to be nominated for this award can be contract staff who teach for BLEA, Corrections, or post-academy courses. Instructors nominated should be standouts in their fields, embody the mission and vision of the WSCJTC, and progress the criminal justice field forward.

To nominate someone simply submit in writing the reason behind the nomination and why that person stands out among the many that instruct for the WSCJTC. Please send all nominations to Steve Lettic at slettic@cjtc.state.wa.us or Leanna Biding at lbiding@cjtc.state.wa.us.

Senate Bill 5156 passed! The bill addressed the certification actions of Washington Peace Officers, was signed by the Governor, and will go into effect on July 26, 2009.

The current language for a hearing panel concerning a peace officer not employed by the Washington State Patrol excludes peace officers employed by the Department of Fish & Wildlife; Washington State Patrol; and university, port district, and airport police agencies. It only includes peace officers employed by a city or county.

The current language for a hearing panel concerning a peace officer employed by the Washington State Patrol excludes peace officers employed by the Department of Fish & Wildlife and university, port district, and airport police agencies. It only includes peace officers employed by a city or county or the Washington State Patrol.

The new language includes those peace officers previously excluded. If you are a peace officer of a campus or port police agency or the Department of Fish and Wildlife and would like to serve as a hearing panel member, please contact Sonja Hirsch at shirsch@cjtc.state.wa.us.